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Psychological First Aid: Skills to Help Self and Others BE-E-0079

Course Instructor: Dr. Kaveri Gupta

**Jindal Institute of Behavioral Sciences
(JIBS) 3 Credit Course**

SPRING SEMESTER 2025

Faculty Contact:

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Office Hours: 10a.m to 5p.m By appointment. Kindly reach out via email to set up a meeting.

Classroom:

The information provided herein is by the Course Coordinator. The following information contains the official record of the details of the course.

PART I

Course Title: xyzz	
Course Code	BE-E-0079
Course Duration	1 Semester
No. of Credit Units	3
Level	UG
Pre-Requisites	Nil
Pre-Cursors	Nil
Equivalent Courses	Nil
Exclusive Courses	Nil
Class Timing	

PART II

Course Description:

Psychological First Aid: Skills to Help Self and Others is a foundational course designed to equip students with the knowledge and practical skills necessary to provide initial emotional support to themselves and others during challenging situations. This course emphasizes the importance of Psychological First Aid (PFA) as an essential mental health response tool, providing actionable methods for fostering resilience, self-care, and mental immunity. Through self-reflective exercises, group activities, and real-life scenarios, students will develop a personalized toolkit for Psychological Recovery, enabling them to handle stressful situations more effectively and support those around them with empathy and care. By the end of the course, students will have mastered essential skills in psychological resilience and well-being, applicable in both personal and

professional contexts.

Course Aims:

1. To gain awareness about Psychological First Aid.
2. To discover the importance of self-care.
3. To learn skills and techniques for helping self and others.
4. To build mental immunity.
5. To apply skills of mental immunity to everyday life.

Course Intended Learning Outcomes:

After the completion of the course the student will be able to:

1. Understand what is Psychological First Aid and what it is not.
2. Apply basic action principles of Psychological First Aid.
3. Develop a self-reflective toolkit for Skills for Psychological Recovery.
4. Design tailor-made self-care strategies to incorporate in their personal and professional lives.
5. Appraise major life challenges from a growth-oriented lens.
6. Demonstrate mental immunity and utilize psychological-strength-based tools across diverse life domains.

Breakdown of Internal Assessment*

70% Internal Assessment

Assignment 1: Individual Assignment (Reflective Paper) – 20 Mark

Assignment 2: Individual Work (Self- Care Plan and Toolkit) – 10 Marks

Assignment 3: Group Presentation (Case Study on PFA Application) – 15 Marks

Assignment 4: Written Test from the Units – 20 Marks

Classroom Participation and Interaction – 5 Marks

+

30% External Assessment

30% End Semester Exam (Closed book and timed)

(*Please note that absenteeism on day of assessment will not be entertained)

Internal Assessment:

Assignment 1: Individual Assignment: Reflective Paper on “The Role of Psychological First Aid in Crisis Situations” – 20 Marks

Write a reflective paper that explores the role of Psychological First Aid (PFA) in crisis situations, such as natural disasters, accidents, or personal crises. Focus on how PFA can support individuals in managing stress and promoting resilience.

Requirements:

Your reflective paper should be 800-1,000 words in APA format, using 12 pt. Times New Roman font, double-spaced, and include references. In this assignment, provide an introduction to Psychological First Aid (PFA), explaining its principles and significance. Include examples of PFA applied in crisis situations to illustrate its practical use. Conclude with a personal reflection on the importance of PFA and how it could be valuable in real-life contexts.

Assignment 3: Individual Work (Self-Care Plan and Toolkit) – 10 Marks

Design a personalized self-care plan and toolkit that incorporates strategies to strengthen your mental and emotional resilience. This should be a practical resource you could use daily or during challenging times.

Requirements:

Your report should be 800-1,000 words, formatted in APA style (12 pt. Times New Roman font, double-spaced). Include sections on self-care strategies in various domains—physical, emotional, social, and mental health. Outline a weekly routine that incorporates these strategies, and list any resources or activities that help you effectively manage stress.

Assignment 4: Group Presentation (Case Study on PFA Application) – 15 Marks

Prepare and deliver a 10-minute presentation on a case study where Psychological First Aid has been applied. Describe the scenario, identify the PFA steps taken along with their application.

Requirements:

Your presentation should be 10 minutes long and include a visual aid (PowerPoint, Prezi, or poster) to support your points. In your presentation, provide an introduction to the identified scenario, outline the PFA steps as they have been applied to the situation, and share your reflections.

Assignment 5: Descriptive Test – 20 Marks

The test will be from the Units in the Course focusing on application based questions.

Grading of Student Assessment

Letter Grade	Percentage of Marks	Grade Points	Interpretation
O	80 and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 - 79	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 - 74	7	Very Good: Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in
			thinking and presentation.

A-	65 -69	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 - 64	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 - 59	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 - 54	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	Pass 1: Pass with Basic understanding of the subject matter.
P2	40 - 44	1	Pass 2: Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

Course Outline

Week	Module	Lesson	Classroom Activity	Reading
1	UNIT-1 Foundations of Psychological First Aid	Introduction to Psychological First Aid (PFA) – Overview, Purpose, and Importance	Group Discussion on “What Psychological First Aid Means to You”	WHO's Guide to PFA
2	Foundations of Psychological First Aid	Core Principles of PFA – Look, Listen, and Link	Role-play scenarios to practice Look, Listen, and Link principles	<i>Psychological First Aid: A Guide for Field Workers</i>
3	Foundations of Psychological First Aid	Myths vs. Facts: Understanding What PFA Is and Isn't	Myth-busting exercise in small groups	Articles on myths about Psychological First Aid
4	Foundations of Psychological First Aid	Assessing Needs and Identifying Resources	Case Study Analysis on PFA in real-life situations	Case studies from crisis response publications

5	UNIT-2 Self-Care Fundamentals	The Importance of Self-Care in Psychological First Aid	Personal self-care inventory and reflection exercise	<i>Self-Care for Health Professionals,</i> Chapter 1
6	Self-Care Fundamentals	Building Blocks of Self-Care: Physical, Emotional, Social, and Mental	Workshop on creating a balanced self-care plan	"A Holistic Approach to Self- Care" article
7	Self-Care Fundamentals	Self-Care Strategies for Mental Health Resilience	Self-reflective journaling session	Excerpts from <i>The Resilient Practitioner</i>
8	UNIT -3 Skills for Psychological Recovery	Introduction to Skills for Psychological Recovery (SPR)	Interactive practice of empathic listening and active support	<i>Skills for Psychological Recovery</i> workbook, Introduction
9	Skills for Psychological Recovery	Developing a Self- Reflective Toolkit	Guided self- reflection exercise with peer feedback	Article on benefits of reflective practice in recovery
10	Skills for Psychological Recovery	Personal and Professional Resilience in Crisis Situations	Scenario-based role- plays in small groups	<i>Building Resilience in Crisis Response</i> (Journal article)
11	UNIT-4 Mental Immunity and Psychological Strength	Understanding Mental Immunity – Concepts and Benefits	Interactive quiz and reflection on resilience levels	Chapter on mental immunity from <i>Resilience</i>
12	Mental Immunity and Psychological Strength	Tools and Techniques for Building Mental Immunity	Group activity on designing mental immunity strategies	“Developing Psychological Immunity” article
13	Mental Immunity and Psychological Strength	Applying Psychological Strength-Based Tools to Overcome Challenges	Case studies and role-playing exercises	Research on strength-based interventions
14	UNIT-5 Integration and Application of	Applying PFA Skills in Personal and Professional Contexts	Students share examples of applying PFA in	<i>The Helpers’ Journey</i> Chapter

	PFA Skills		their daily lives	
15	Integration and Application of PFA Skills	Course Wrap-up and Review of Key Skills	Group presentations on practical applications of PFA principles	Reflective summary paper – “The Future of PFA in Community Health”

Reading List:

Unit 1 to 5

- [Psychological First Aid: Field Operations Guide, 2nd Edition.](#)
- [Psychological first aid: Guide for field workers.](#)
- Everly, G. S., & Lating, J. M. (2017). The Johns Hopkins guide to psychological first aid.
- [Skills for Psychological Recovery: Field Operations Guide](#)
- [Self-Care Planning Guide for Individuals.](#)
- [Psychological first aid: Guide for field workers: \(Chapter 2\).](#)
- Joseph, S. (2009). Growth following adversity: Positive psychological perspectives on posttraumatic stress. *Psihologijske teme*, 18(2), 335-344.
- Baumeister, R. F., & Vohs, K. D. (2002). The pursuit of meaningfulness in life. *Handbook of positive psychology*, 1, 608-618.
- Luthar, S. S., Lyman, E. L., & Crossman, E. J. (2014). Resilience and positive psychology. In *Handbook of developmental psychopathology* (pp. 125-140). Springer, Boston, MA.
- Metzl, E. S., & Morrell, M. A. (2008). The role of creativity in models of resilience: Theoretical exploration and practical applications. *Journal of Creativity in Mental Health*, 3(3), 303-318.
- <https://cms.wellcome.org/sites/default/files/collective-resilience-how-protected-mental-health-during-covid-19.pdf>

Professional Conduct in Classroom

You are expected to arrive on time in the classroom and follow the classroom decorum. It is expected that you are punctual in class and be seated immediately within the first two minutes so that the class can start on time. Students arriving after a ten minute window from the designated start time will be refused entry/attendance. You are expected to participate in the classroom discussions, activities and presentation. Participation is essential in this class. You are also expected to be respectful when the instructor is teaching. Furthermore, you are welcomed to share your thoughts in the class but you are expected to do that respectfully and be welcoming of other perspectives in the class even if you disagree with the same.

Notes on Plagiarism

Plagiarism is not acceptable! Please refrain from copying and pasting paragraphs and sentences from your reading materials. This include copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes are not acceptable!

What is acceptable? Using one quote which is not more than 40 words with proper citation. Use citation! It's a must! Present the content you read from your reading materials in your own words! Think and critically analyse the content! The source should be always acknowledged in your written material and presentation. All papers in this class will be checked electronically for plagiarism.

Safe Space Pledge

Some parts of this course may discuss a range of issues that might result in distress for some students. Discussions and images in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel troubled due to either the contents of the course, or the conduct of the discussions, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibition and fear. This responsibility lies not only on students, but also the instructor.

Disability Support and Accommodation Requirements

JGU endeavors to make all its courses accessible to students. All students with a known disability needing academic accommodations are required to register with the Disability Support Committee dsc@jgu.edu.in. The Committee has so far identified the following conditions that could possibly hinder student's overall well-being. These include: physical and mobility related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties e.g. dyslexia; mental health.

The Disability Support Committee maintains strict confidentiality in its discussions. The students should preferably register with the Committee in the first week of the semester as disability accommodation requires early planning. DSC will approve and coordinate all the disability related services such as appointment of academic mentors, specialized interventions and course related requirements such as accessible classrooms for lectures, tutorials and examinations.

All faculty members are required to refer students with any of the above-mentioned conditions to the Disability Support Committee for addressing disability-related accommodation requirements.

Centre for Wellness and Counseling Services:

Contact: Email ID: cwcs@jgu.edu.in

Mobile: +91 8396907312